DOCUMENT RESUME

ED 128 409 TM 005 592

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TITLE An Evaluation of the Junior League/Vancouver School Board Reading Tutorial Program. Research Report 75-07.
INSTITUTION Vancouver Board of School Trustees (British Columbia). Education Services Group.
REPORT NO VSB-RR-75-07
PUB DATE Jun 75
NOTE 26p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Beginning Reading; *Community Involvement; Performance Criteria; Phonics; Primary Education; *Program Evaluation; Reading Difficulty; *Reading Programs; *Tutorial Programs; Volunteers
IDENTIFIERS Orton Gillingham Approach to Remedial Reading

ABSTRACT

The Junior League/Vancouver School Board tutorial Program began in September 1973. A coordinator was hired to train and supervise community volunteers who would tutor children with reading difficulties using a synthetic phonic program with multisensory reinforcement. Forty children, seventy-seven tutors, and twenty-two schools have participated in the one-to-one program. Twenty-five children and fifty tutors are currently active. Affective data from teachers, pupils, parents, and community groups were totally favorable to the program. All pupils made progress in reading skills. Seventy-seven percent of the pupils met the stated eighty-five percent performance criteria. (Author/BW)

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AN EVALUATION OF

THE JUNIOR LEAGUE/VANCOUVER SCHOOL BOARD

READING TUTORIAL PROGRAM

Research Report 75-07

June 1975

Lee Dobson

Evaluation and Research
Education Services Group
Board of School Trustees
1595 West 10th Avenue
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ABSTRACT

The Junior League/Vancouver School Board Tutorial Program began in September, 1973. A coordinator was hired to train and supervise community volunteers who would tutor children with reading difficulties using a synthetic phonic program with multisensory reinforcement.

Forty children, seventy-seven tutors and twenty-two schools have participated in the one-to-one program. Twenty-five children and fifty tutors are currently active. Affective data from teachers, pupils, parents and community groups were totally favourable to the program. All pupils made progress in reading skills. Seventy-seven percent of the pupils met the stated 85% performance criteria.

A Junior League Tutor Works with a Pupil at Emily Carr Elementary School

INTRODUCTION

A tutorial reading program initiated by the Junior League of Vancouver and co-sponsored with the Vancouver School Board, was begun in September, 1973. Community volunteers were trained to give the reading instruction using the Orton-Gillingham Approach to Remedial Reading (a highly-structured, synthetic phonic system, using multi-sensory techniques) on a one-to-one basis. Details regarding initial recommendations made at the formation of the instructional program and results from the first year of its operation can be found in "An Interim Report of the Junior League/VSB Reading Tutorial Program" (Dobson, 1974).

In September, 1974, Miss Pat Wright, Program Organizer, repeated the 30-hour training course for new volunteer tutors. The result was an expansion of the program with new tutors and children being added to those continuing in the program for a second year. Again two tutors were assigned to a child. Tutorial sessions were for one hour, four days a week. Thus, each tutor contributed at least two hours per week.

The Junior League's original proposal was to screen kindergarten children in order to identify those "at risk", and likely to experience difficulty in learning to read and write. They wished to identify seemingly intelligent children without noticeable physical, emotional or social problems whose difficulty with language skills could be referred to as a "Specific Language Disability" (SLD). Once identified, these children would be taught in tutorial sessions, at their own rate, without fear of failure, thus preventing reading failure and its possible detrimental effect on the self-concept of the child.

Results from testing conducted in the first year of the program indicated that all the tutees had made some progress in reading. Teachers and pupils had also reacted positively toward the program. However, there were indications that some of the Grade 1 children were not ready to learn to read, and much time had to be spent on readiness skills. More mature children might have made greater reading gains, thereby making more economical use of the tutors' time and training. (Dobson, 1974)

Therefore, in the 1974-75 program the decision was made to include some children with obvious reading difficulties who were further advanced in their schooling. Candidates for the tutorial help were referred to the VSB Reading Centre by classroom teachers and/or Learning Assistance Centre (LAC) teachers. Donn Barrieau, Coordinator of the Reading Centre, screened the referrals using the Jansky Screening Index. (Jansky & de Hirsch, 1972)

Miss Pat Wright supervised the tutors, conducted in-service training classes, and provided consultative help. She reviewed the progress of each child and the ability of the program to meet the child's needs. Some children discontinued the instruction, while others were added during the year. Thus, flexibility was maintained.

... 2

The Problem and its Significance

Estimates of numbers of children with reading difficulties have ranged from 10% to 30%. In the Vancouver area, the Reading Survey undertaken for the Task Force on English (1975) indicates that 20%+ (approximately 1000) of the Grade 7 students are scoring two years or more behind their grade placement on tests of Vocabulary and Comprehension.

While Learning Assistance Centres provide remedial help in reading and language skills, one centre serves an entire school and help is generally not available to a child on a one-to-one basis for an hour each day. A recent study (Thorstenson, 1974) reports that, "Sixty-one (Vancouver) schools indicated that in their schools children now attending Learning Assistance Centres need more time in that centre" (p. 19). In the same report Thorstenson states that 82% of the schools "reported the need of more trained Learning Assistance Centre teachers, more trained assistants and volunteers to cope with the demand for special service." (p. 38)

It is Junior League policy to seek out a community need to initiate a service, to demonstrate its worth, and to turn it over to the community, in this case the Vancouver School Board. The League withdrew from this project in June, 1975, following 2 years of participation. The Vancouver School Board will continue the funding, at least until December, 1975.

Purpose of the Study

In the two years of the program, changes have been made where experience indicated changes were necessary. The focus of the study, too, has altered. Originally a control group of children not experiencing the tutorial help was selected in order to compare the effects of help versus no-help on first grade children identified as "at risk". The plan proved impractical (Dobson, 1974). This final evaluation attempts to answer the following questions:

1. Can community volunteers trained as tutors to use an Orton-Gillingham Approach to reading instruction work co-operatively with school personnel to prevent children with potential or actual reading difficulties from failing to learn to read? Reading achievement will be compared to the criteria set out in the behavioural objectives, which follow. (p. 3)

2. Will the children being tutored, their teachers, and the school involved, view the tutorial program favourably? Will there be an interference with classroom instruction?

... 3

3. Will the attitude of the tutees toward reading and school activities generally become more positive as the tutoring progresses or, at least, not become negative?

4. Are there advantages to beginning a reading tutorial program in Year 1 of a child's schooling before he has had a chance to try, and possibly fail, the regular reading program (prevention), or is it preferable to delay the onset of the tutorial program to Year 2 of his schooling, after he has failed to learn by other means (remediation)?

In order to measure the progress of the children with their reading, four short tests based on the content of the Orton-Gillingham materials were used (Appendix A). They were developed to test these behavioural objectives.

1. The pupil should be able to name correctly the letters of the alphabet, when he is shown the symbols.

2. The pupil should know the sounds of single letters, blends, and diagraphs included in the material he has covered, so that when he is shown the appropriate letter or combination of letters, he can produce the correct sound.

3. The pupil should be able to blend the sounds he knows into words so that he responds correctly to the word list.

4. The pupil should be able to comprehend what he has read and demonstrate his comprehension by answering correctly questions asked about sentences he has read.

The acceptable level for performance on the tests was arbitrarily set at 85%. Three tests were compiled to test the program at three stages. The selection of the most appropriate test for each child was based upon the length of time the child has been in the program.

5. The first year pupil should be able to transfer his reading knowledge from the phonetic material presented in the program to general reading material and demonstrate this ability by achieving a grade equivalent score which has increased .05 or higher, per month on the program, on the Gray Oral Reading Tests (1967). Older students should make gains approximately comparable to one month's progress in a period of one month.

REVIEW OF RELATED LITERATURE

The concept of learning disabilities was evolved to include the difficulties in one or more aspects of learning experienced by children who do not fit into the traditional categories of handicapped children. The concept has, therefore, been hard to define. Attempts at definition have fallen into two broad categories:

- those involving functions of the central nervous system (Duane, 1974; Clements, 1966; Myklebust, 1963), and
- those placing emphasis on the learning disorder without specific reference to the cause. (Kirk, 1968; National Advisory Committee on Handicapped Children, 1968)

The neurological definitions came first, arising from the usage of the term "dyslexia" by the medical profession. The term was first used to refer to adults who had suffered brain injury which resulted in an inability to read. Later it was applied in naming the cause of reading disabilities in children, assuming that these children also had a brain dysfunction. The major weakness of this point of view is that dyslexia cannot be observed directly, so that it is impossible to separate possible neurological factors from environmental factors as the cause of the disability.(Kirk, 1972) If the purpose of diagnosis is to suggest treatment, then dyslexia as a diagnostic term is inadequate. (Rutherford, 1972)

In North America, the term "specific learning disability" has generally replaced the older biologically-referenced terms. In England the Bullock Report (1975) suggests the term "specific reading retardation" to refer to those children whose learning difficulties cannot be accounted for by limited mental ability or by other readily identifiable factors.

The current focus, for educators at least, seems to be upon the detection of the difficulty and treatment in remedial and preventative programs.

1. Prediction And Identification

The early identification of children with potential learning difficulties is really a hypothesis that certain conditions will develop, i.e., the child will experience failure when he attempts to learn to read.(Keogh & Becker, 1973) The concern with prevention is a real one, however. Many authors have noted that failure to learn to read in the child's primary years at school leads to a loss of self-esteem and the development of more serious learning and emotional problems in later years.(Duane, 1974; Koppitz, 1971)

The findings of a five-year follow-up study of 177 pupils with learning disorders who were enrolled in special public school classes for educationally handicapped children have been reported by Koppitz (1971). She strongly recommends a shift in emphasis from remediation and rehabilitation to the prevention of learning and emotional problems. She found that children with learning disabilities (LD) who are average or better in general intelligence were not referred to the LD classes until age 8, or after two years of failure in the regular classes. By that time the youngsters were thoroughly frustrated and had developed emotional and behavioural problems in addition to their learning disabilities. She proposes that all children be screened prior to their enrollment in kindergarten, by a team consisting of an experienced kindergarten teacher, a school psychologist, a school social worker and/or nurse. The purpose of the screening would be to identify youngsters who are as yet too immature or vulnerable to be able to benefit from a regular kindergarten program at the time of entry.

The Bullock Report (1975) recommends a screening program along similar lines. It suggests the first stage of the screening process should be systematic observation and recording by the teacher but notes that such a policy presupposes a high quality of support services and in-service education.

... 5

Until these services are available, testing of the whole age group in the first term of junior school is thought to be necessary.

A review of the research literature on early identification and screening techniques has been made by Keogh and Becker (1973). They point out that the relationship between single, specific pre-school test findings and later school achievement is too low to allow definitive prediction about individual children. Their examination of referral patterns for children with school learning problems indicates that the classroom teacher is the major initial source of identification and referral. Adequate preparation of teachers for this role is seen as imperative. They conclude with a quote from Wolfensberger (1965).

> "Early diagnosis is desirable when it leads to prevention, early treatment, or constructive counselling; it is irrelevant if it does not change the course of events; it is harmful if, in balance, child or family reap more disadvantages than benefits." (p. 65)

2. Remedial and Preventative Programs

All the authors hitherto mentioned agree that screening procedures are only beneficial when followed by diagnosis leading to an appropriate educational program. Training in perception, motor coordination, intersensory integration, language stimulation, sequencing etc. may be necessary prior to reading instruction. Training in readiness tasks directly related to the reading task will be of greatest benefit.(Weintraub, Robinson, Smith & Plessas, 1971)

In this study we are considering one method of reading instruction based on the Orton-Gillingham Approach. The program starts with the teaching of the basic language units (individual letters and phonemes). Visual and auditory patterns are clarified, and this linkage is strengthened by introducing the motor elements of speech and writing. Next, the sounds of the letters are synthesized into the spoken word. By following carefully a step-by-step progression the pupil is prepared for the longer units, the more complicated letter-sound patterns, sequences of two or more syllables, and words in phrases and sentences. When the child masters the cumulative skills, he is expected to recognize words at sight and be able to read.(Orton, 1966)

The tutors in this study who use the Orton-Gillingham Approach follow the order of presentation laid down in the Handbook for Reading Tutors (1974).

The Orton-Gillingham Approach is one way of teaching seriously retarded readers. Its emphasis on phonetic skills provides a second line of attack for children with a small sight vocabulary. In an analysis of successful remedial methods Kirk (1972) reports common elements of intensive, individualized instruction by well-trained teachers who help the pupils to experience success. He includes the Orton-Gillingham Approach in this category.

No one teaching technique or one set of instructional materials can possibly benefit all children with learning disabilities. (Koppitz, 1971) However, used with children who need a systematic, phonics approach to reading on a one-to-one basis, the Orton-Gillingham approach has had much success. (Slingerland, 1968; Barron, 1973)

METHOD

Design

Pupil performance on the criterion-referenced tests (Appendix A) was measured in May, 1975. Scores were compared with the attainment level assigned in the behavioural objectives. (p. 3)

A standardized reading test gave a post-treatment reading score in terms of grade equivalents. The gain in score over the program was calculated. (Pre-treatment testing had been given where appropriate.)

Pupil, teacher and tutor attitudes towards the program were examined. Opinions were also elicited from some parents, administrators, community groups and LAC teachers. Tutors were questioned about the adequacy of the training program.

Subjects

Forty children participated at some time during the two-year program -- 33 were boys; 7, girls.

Cognitive data were gathered from 22 children who were tutored during this year for at least four months. Affective data were gathered for 26 children currently receiving tutorial help.

Seventy-seven community volunteers have tutored on the program since September, 1973. Twenty-seven have discontinued the tutoring (1/3 of these have begun teaching careers or enrolled in education courses), fifty are currently tutoring.

Instruments

Items chosen at random from the teaching manual (Handbook for Reading Tutors, 1974) were grouped into four tests: letter names, sounds, words, and sentences to test comprehension.(Appendix A) The tests were composed at three levels of difficulty--the test used depended upon the length of time the child had spent in the program and his previous reading score (if any).

The Gray Oral Reading Test (1967) provided a grade equivalent score in reading.

A questionnaire was used orally with the teachers and school personnel. (Appendix B)

A written questionnaire concerning the adequacy of the training program was distributed to the tutors. (Appendix C)

Procedure

In November, 1973, fifteen Year 1 children began the tutorial program. A grade equivalent score on the Gray Oral Reading Test (1967) is available for these children as at June, 1974. (Dobson, 1974)

Children who began the program in November 1974, were given the Gray Oral Reading Test, Form B, if they had any previously-acquired reading skill. (Five children)

Post-treatment data from the Gray Oral Reading Test, Form A, and the criterion-referenced reading tests were gathered in December, 1974, for three children, and in May, 1975, for nineteen children.

Oral replies to the questionnaire for teachers (Appendix B) and other comments and opinions were gathered from school personnel, parents, and community organizations in May, 1975.

The questionnaire to tutors (Appendix C) was administered in November, 1974.

RESULTS

Cognitive

Sixteen children were referred to the tutorial program in its first year; 103, in the second year. Eight schools were interested in the first year, while 24 were interested this year.

The assessment of the reading progress and skill development of the pupils relates to the five behavioural objectives set up for the program. (see page 3) On the four tests of skill development (Appendix A) the pupil was expected to score 85% or better (no more than two errors). On the Gray Oral Reading Test (1967) first-year pupils were expected to progress at the grade equivalent of .05 per month, the older pupils at close to 0.1 per month of tutorial help. Pupil scores pre- and post-tutoring can be seen on Table I.

Fourteen children began the program in November, 1973.

- Five children completed the program after two years, in June, 1975. Four of them met all the criteria stated in the behavioural objectives; the fifth met all criteria except No. 2, with three errors (77%) in the sounds of letters and combinations of letters.

- Three children discontinued the program in December, 1974, at the request of their teachers. Two were ready for classroom reading instruction; one will receive help in the L.A.C. Two of them met all the criteria; one scored 75% on No. 4, Comprehension, but met all other criteria.

- Six discontinued the program in June, 1974, after seven months. Two transfered out of the Vancouver School System, two did not seem ready to read, and two made excellent progress, returning to the classroom. Follow-up enquiries in June, 1975, indicate both the children are doing reasonably well.

Fourteen children began the program in November, 1974.

- Three were in their first year of school. Two met all criteria; one acquired phonics and readiness skills only.

- Eight were in their second to fifth year of schooling. Seven met all the criteria; one met the first two criteria only.

- Three discontinued the program after a trial period indicated that two children had severe problems and one could return to the classroom.

Twelve children began the program in 1975. One child with severe problems discontinued after a trial period. Eight have not received instruction long enough to be tested, but affective data are reported for four of them.

Three have been in the program for four months. Two met all criteria, while one had not progressed beyond the readiness stage.

Affective

I. Teachers and School Personnel

Responses to the oral questionnaire to teachers are reported for 26 children. (the 22 children for whom cognitive data is reported and 4 children who have been in the program for 3 months.)

Each question will be followed by the answers.

1. Had the child received any additional help in learning to read before this tutorial help?

   NO 14 YES 12 From the L.A.C. (10), classroom teacher, aides.

2. Has his/her reading improved noticeably since he/she has begun to receive the help?

   NO 0 YES 20 SOME 2 PHONICS ONLY 4

3. Is the child now ready to take part in classroom reading sessions?

   NO 9 YES 12 SOME 5

4. Would you consider the child's attitude toward the tutoring program and the tutors to be generally positive?

   NO 1 (general attitude of child to any schoolwork is negative) YES 25

5. Did you find that the method used by the tutors interfered with the methods used in the classroom?

   NO 26 YES 0

6. Was your communication with the tutors about the child's progress adequate?

   NO 1 (child not tutored at the school) YES 25

School personnel were asked for other comments and criticism. Their replies can be classified as follows:

The Tutors
- marvellous, excellent, "we regard them as staff."
- dependable, able to function without guidance, definitely not equivalent to untrained volunteers

The Orton Gillingham Method
- complements the classroom teaching program
- L.A.C. uses this method, (the child started the method there)
- a difficult program for immature children. (A child can have readiness activities in the L.A.C. until the teacher thinks he is ready to read.)
- excellent manual

Tutees' attitude to reading

- much improvement in general attitude to school, poor attendance no longer a problem.
- child is developing self-confidence, will now participate more in the classroom.

II. Children

A questionnaire concerning the child's attitude toward reading and related subjects (Appendix D) was sent to the child's teacher before and after the tutorial program. Returns are not complete, as many children continue to be tutored. Partial returns show a 34.3 average on the pre-test, a 39.4 average on the post-test. (At no time did school personnel suggest any negative effects had occurred as a result of the program.)

III. Tutors

Seventy-seven trained volunteer tutors have worked in Vancouver schools. Fifty of these are presently active. Nine have discontinued in order to take further training in Education. Two are teaching in city schools.

A questionnaire to tutors concerning their training program (Appendix C) indicated:

- they felt adequately prepared for their tutorial work in terms of lesson preparation, presentation, and communication with school personnel.
- they thought the presentations of the training program to be clear, complete, and suitably paced.
- they would have liked more guidance in coping with the behaviour and personality of the child.
- they found demonstrations "most useful."

IV. Parents and Community Groups

Several parents, and spokesmen for two concerned community groups were interviewed. The parents mentioned:

- considerable improvement in their child's reading, and attitude to reading.
- tremendous improvement in motivation in regard to schoolwork.
- a liking for the tutors by all concerned, and an appreciation of their efforts.

The community groups were also positive toward the program.

Miss Margaret Crawford, of the Orton-Gillingham Society, considers the training program excellent. She noted a greater demand for the volunteer tutors because of the quality of their work, and praised the tutors for their excellent contribution of time and effort.

Mrs. Paula Seaton of the Vancouver Association for Children with Learning Disabilities (VACLD) thought the program a positive step toward helping children with learning disabilities. She felt training was essential for volunteers working with these children, and that the instructional approach used was an easily applied method for volunteers to use. She was concerned

that teachers be able to detect learning disabilities. The variety of problems combined under the label "learning disabilities" need a variety of solutions, of which this tutorial program is only one.

DISCUSSION

The data gathered from school and community sources are wholly favourable to the program. The positive attitude of the children is also notable; however, it is not too surprising, in that those who did not adjust well to tutoring did not continue the program. Four children out of the twenty-six (15%) who began the program this year fit into this category.

The close supervision given to the progress of tutors and tutees, and the willingness to maintain flexibility in assignments is of great importance. The difficulty of predicting the future needs of an individual child are enormous. A study by Eaves et al. (1975) in Vancouver schools found that, from a relatively simple paper and pencil test given in kindergarten, they could predict for approximately 80% of the children, whether they would be passing or failing readers. A teacher's checklist predicted Grade 2 achievement at about the same success rate. But fewer than half of the total number of reading failures were correctly predicted. Therefore, it would seem that the best way to proceed is to try the program out, and continue it as long as adequate progress is being made.

The cognitive results indicate that the objectives set for skill development and reading progress can be met if the child is ready for intensive reading instruction. Children considered to be immature with insufficient reading skills made progress in skill development, but did not learn to read in their first year. Three children (11.5%) fit this category this year; at least seven children (50%) fit the category last year.

Immature children do need help. Eaves et al. (1975) report "the assumption that children considered immature in kindergarten would outgrow their difficulties was not completely supported in terms of reading skills or teachers' judgements. Half of the immatures were still reading failures, and only 21% were considered to be normal by their teachers ...two years later." (p. 9)

The reading gains made by the five children who had tutoring during their first two years at school was excellent in the second year (7 in 7 months), minimal in their first year. Providing the child is trained in skills prerequisite to reading in his first year, it is likely most economical to delay the onset of tutorial help to the second year of schooling.

RECOMMENDATIONS

Strengths in the program seem to be:

- the volunteers themselves, recruitment and training.
- the flexibility of the program administrators in the assignments of tutors and tutees, program supervision and in adapting to the changing needs of children and schools.
- the communication and co-operation between tutors, teachers, parents,

and school personnel.
- the communication and co-operation among the tutors, the organizer and the reading coordinator.

These strengths must be maintained if the program is to continue successfully.

The weakness of the program still lies in the difficulty of obtaining referrals of children suitable to the program. Suggestions arising from the experience of the program participants and information gathered from other school districts with similar programs (e.g. North Vancouver School District) lead to the following recommendations:

1. The classroom teacher and the L.A.C. teacher define the reading difficulty. Diagnostic test procedures should be used. The school psychologist, speech and hearing personnel and other members of the school-based team should be consulted, if necessary. School personnel then refer those children to the Reading Centre which they think suitable for the tutorial program. The Reading Coordinator should be responsible for the final selection and assignment of children.

2. School personnel involved in the selection procedure should be given in-service training regarding the tutorial program and the Orton-Gillingham Approach.

3. The program should focus primarily upon children in Year 2 of their formal schooling, but the needs of older children also be considered.

4. If the program continues to expand, then consideration should be given to decentralizing the project so that each school supervises its own trained volunteers. (See Appendix E for a summary of a trial project undertaken this year at Waverley School.)

SUMMARY

Question #1 (Cognitive skill, p. 8) has been answered mainly in the affirmative. Seventeen of the twenty-two children (77%) met all reading criteria. Two more were slightly below criteria on one item only. Four children have not progressed beyond the readiness stage, but subjective information suggests these children were improper referrals.

Question # 2 (the reaction of school personnel to the program) has been answered affirmatively on all counts.

Question #3 (the attitude of the children) has been answered positively.

Question #4 (suitability of children for program) has not been clearly answered. Logic and current educational thought favours prevention rather than remediation. However, if flexibility is maintained in the Grade 1 classroom, and attention is given to readiness skills where they are necessary, then reading failure can be prevented even though the onset of tutoring is delayed until Year 2 of the child's formal schooling.

APPENDIX A

(First Level of Difficulty)

1.

a
d
g
j
m
o
r
u

2a.

a
i
n
d
st
p
sp
cr
f
pr
sc
ed

APPENDIX A, continued

3a.

ram
sum
end
nest
dent
pen
drip
spin
has
hard
farmer
wig
fall
bat
kill

4a. A dog digs.
The cat sat in a hot tub.
Ben and Tom ran to the barn.
The small clam is in the sand.
"This is a hard task," Mac said.

APPENDIX B

QUESTIONS TO TEACHERS

1. Had _____ _____received any additional help in learning to read before this tutorial help?

2. Has his/her reading improved noticeably since he/she has begun to receive the help?

3. Is _____ now ready to take part in classroom reading sessions?

4. Would you consider _____attitude toward the tutoring program and the tutors to be generally positive?

5. Did you find that the method used by the tutors interfered with the methods used in the classroom?

6. Was your communication with the tutors about _____progress adequate?

APPENDIX C

QUESTIONNAIRE TO TUTORS ABOUT THE 1974-75 JUNIOR LEAGUE/V.S.B. TUTORIAL TRAINING PROGRAM

Instructions

Please respond to statements in (1) and (2) by indicating the extent to which you agree or disagree with that statement.

(A) for strongly agree
(B) for agree
(C) if you are undecided
(D) for disagree
(E) for strongly disagree

The lines below each statement are provided so that you may make an additional comment or if you wish to clarify your answer.

Participation in this questionnaire is intended to be anonymous.

1. The training program prepared me adequately for the tutorial sessions in terms of

-lesson preparation A ☐ B ☐ C ☐ L ☐ E ☐
-method of presentation A ☐ B ☐ C ☐ D ☐ E ☐
-coping with the personality and behaviour of the child you are tutoring A ☐ B ☐ C ☐ D ☐ E ☐
-communication with class teacher and school personnel A ☐ B ☐ C ☐ D ☐ E ☐

_____

_____

2. The presentation of the teaching material at the tutorial program was

- clear A ☐ B ☐ C ☐ D ☐ E ☐
- suitably paced A ☐ B ☐ C ☐ D ☐ E ☐
- complete, but not too repetitive A ☐ B ☐ C ☐ D ☐ E ☐

_____

_____

3. Rate each type of session in terms of its usefulness (Give 1 to the most useful, 2 to the next useful, etc.) You may give items equal rating.

Guest speakers ☐
Demonstrations ☐
Films and Video ☐
Question and Discussion periods ☐
Other ☐

_____

_____

4. What extra reading or research have you done which has been of benefit to you in this program? Please list sources and any relevant comments.

_____

_____

_____

Would you have liked more guidance in your selection of extra reading and other available resources? _____

5. What do you think to be the greatest strengths and weaknesses of the training program? _____

APPENDIX D
QUESTIONNAIRE ON ATTITUDES TO READING

Please respond to every statement as well as you can as it refers to _____'s attitude towards reading. You will be asked to make a judgement in June as to whether _____attitude has changed.

This child thinks that he cannot read.
strongly agree___agree___undecided___disagree___strongly disagree___

This child likes to show others that he can read.
strongly agree___agree___undecided___disagree___strongly disagree___

This child tires quickly when reading.
strongly agree___agree___undecided___disagree___strongly disagree___

This child has books of his own.
strongly agree___agree___undecided___disagree___strongly disagree___

This child likes to listen to stories.
strongly agree___agree___undecided___disagree___strongly disagree___

This child is pleased with his reading progress.
strongly agree___agree___undecided___disagree___strongly disagree___

This child seldom chooses to look at books.
strongly agree___agree___undecided___disagree___strongly disagree___

This child is easily discouraged when he makes reading errors.
strongly agree___agree___undecided___disagree___strongly disagree___

This child talks about information that he gets from books.
strongly agree___agree___undecided___disagree___strongly disagree___

This child seldom goes to a library for books.
strongly agree___agree___undecided___disagree___strongly disagree___

This child settles down to quiet activities easily.
strongly agree___agree___undecided___disagree___strongly disagree___

This child seems to enjoy school.
strongly agree___agree___undecided___disagree___strongly disagree___

Please add any comments you would like to make.

_____

_____

signed_____

date_____

APPENDIX E

A TRIAL PROJECT TO DECENTRALIZE THE ADMINISTRATIVE ORGANIZATION OF THE PROGRAM

In the spring term of 1975 a special trial project was undertaken at Waverley Elementary School.

The principal recruited ten volunteers from the community who were willing to tutor for two mornings a week. These volunteers were trained in the Orton-Gillingham Approach to Reading by Miss Pat Wright, the Program Organizer of the 1-2-1 project, and Donn Barrieau, Reading Coordinator. The training sessions were held for one week in the Learning Assistance Centre with the L. A. C. teacher taking part. The L. A. C. teacher assigned children to the newly-trained tutors and supervised their work.

The Program Organizer visited the school after the tutors had been working for four weeks, and noted the program was running smoothly.

In a report on the Volunteer Reading Program, 1975, the Reading Coordinator recommends that the original core program (presented in the text of this report) be continued, but not expanded. If it does expand then he states decentralization is necessary, as efficient centralized control of more tutors would be difficult to maintain.

He sees the advantages of a decentralized program as:

- more schools can have this service available,
- the screening procedures would be facilitated, and
- the L. A. C. teacher would become directly involved with the reading tutor program for the school.

TABLE I

GRADE EQUIVALENT SCORES ON THE GRAY ORAL READING TEST

November 1973, June 1974, November 1974, May 1975

SUBJECT NO.	LENGTH OF TIME IN PROGRAM (MOS.)	NO. OF YRS. IN SCHOOL	GRADE EQUIVALENTS			
			NOV.'73	JUNE '74	NOV. '74	MAY ' 75
1	14	2	Non-reader	1.1		1.8
2	14	2	"	1.4		2.0
3	14	2	"	1.3		2.0
4	14	2	"	1.4		2.1
5	14	2	"	1.4		2.1
6	9	2	"	1.3	1.7	
7	9	2	"	1.5	1.9	
8	9	2	"	1.6	2.0	
9	6	1			Non-reader	Non-reader
10	6	1			"	1.5
11	6	1			"	1.6
12	6	2			"	Non-reader
13	6	2			"	1.5
14	6	5			1.2	1.7
15	6	4			1.4	1.9
16	6	3			Non-reader	1.9
17	6	5			1.4	1.9
18	6	3			1.2	1.9
19	6	4			1.4	1.9
20	4	3			Non-reader	Non-reader
21	4	2			"	1.8
22	4	2			"	1.9

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